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ABSTRACT

This pamphlet presents a description of 23 bilingual programs funded by Title VII, ESEA in New York City. Information includes a description and list of objectives for each program and the number of participants when applicable. (SK)

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DESCRIPTION OF BILINGUAL PROGRAMS FUNDED BY TITLE VII, ESEA

May, 1973

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Community School District 1

Bilingual Education Program

Program Description

The district's 5-year bilingual program includes plans for developing classes on levels K-6 whose aim will be to produce totally bilingual bicultural students capable of utilizing their fluency in both languages toward their educational goals and feeling equally at home in both cultures. It is hoped that this bilingual program will help prevent the academic retardation characteristics of areas where all instruction is given in a cultural linguistic environment unfamiliar to the young student. At present, programs are operational in three schools within the district.

Program Objectives

1. To develop a demostration program that may be replicated in other school districts.

2. To achieve bilingualism in the target population.

Participants

Spanish: 205

English: 95

Community School District 2

Building Bilingual Bridges Program

Program Description

An integrated classroom setting emphasizing individualized instruction rather than the segregation of children by language is the aim of this program where 55 percent of the target group children are Chinese, 35 percent are Puerto Rican, and 10 percent are Anglo. The program presently includes instruction from Pre-K to second grade.

Program Objectives

1. To develop and implement a dual bilingual curriculum.
2. To develop cultural awareness and positive attitudes.
3. To develop competency in English and to utilize native language competency.

Participats

Spanish: 73

English: 20

Chinese: 105

In-Migrant School Community Project

Program Description

A classroom team, consisting of English dominant teachers and Spanish-speakers, work with specialists in Spanish language and culture and early childhood education, among others, to develop curriculum and adapt instructional materials for the children, all of whom are receiving instruction in both their first and second language and studying other subjects in either language, as their language competency permits. Since the children enter school with varying language skills, each child will have materials adapted to his needs and receive individual or small group instruction from the educational team.

Program Objectives

1. To teach Spanish and English through native speakers.
2. To teach curriculum concepts in the first language.
3. To develop second language capability through spontaneous activity centered experiences.

Participants

Spanish: 98

English: 155

Community School District 3

Bilingual Education Program

Program Description

Ten target schools whose Hispanic and Haitian population ranges from 30 percent to 75 percent have already established bilingual classes in kindergarden and first grade.

While the child's dominant language is recognized and taught as a "first language," English is taught as a "second language" to children whose dominant language is Spanish or French, and English dominant children are taught the dominant language their neighbors.

Title VII funds are being used to carry the present program one grade higher in each school for 12 additional classes. They also provide college training for teachers and paraprofessionals and a Bilingual Resource Center. The bilingual classes will function in the "Open Corridor" design, which encourages highly individualized instruction and permits the highest degree of pupil interaction in an intergrated setting.

Program Objectives

1. To help children in grades K through 2nd. achieve functional bilingualism.

2. To help develop a positive self-image and pride in one's own culture and an understanding of other cultures.

3. To offer a bilingual education program to both teachers and paraprofessionals.

Participants

Spanish: 240

English: 102

French: 45

Community School District 4

Bilingual Mini-School at J.H.S. 45

Program Description

This bilingual demonstration project is located at the John S. Roberts Junior High School (J.H.S. - 45M). Three seventh grade clsses with a total of 75 children and two eighth grade classes with a total of 45 students are participating in this program. Eighty-four percent of the participants are Spanish-speaking; the balance are English-speaking.

Spanish-speaking children with limited English-speaking ability are provided with language instruction in English as a second language and opportunities for interaction with pupils whose native language is English. Provision is also made for maintaining and developing the first language (Spanish). Bilingual instruction is provided in other curriculum areas; e.g., mathematics, science, and guidance.

Teachers and paraprofessionals participate in activities geared to enhance their skills, understanding, and ability to further the goals of the program. Every effort, including an all day conference on cultural heritage is used to encourage the participation of parents in supporting this undertaking.

Program Objectives

1. To prevent or decrease scholastic retardation of children whose native language is not English.

2. To create a positive self-image and pride in heritage.

3. To develop a bilingual staff which will have teaching skills as well as language competency in both languages.

Paticipants

Spanish: 190

English: 60

Community School District 5

Dual Bilingual Education Project

Program Description

School District 5 has recently established a bilingual program to service the non-English-speaking children currently included in the school population. Since large groups are represented from both the Puerto Rican and Haitian sectors, a dual-bilingual program has been implemented including Spanish/English and French/English components.

Native English-speaking students are also included in the project since competency in a second language serves not only to extend the child's intellectual skills, but also to break down segregated barriers within the community.

Program Objectives

1. To be able to read and perform academic tasks on or above grade level.
2. To be able to converse in a second language and perform academic tasks in the new language.

Participants

Spanish: 300

English: 180

French: 45

Community School District 6

Bilingual Education Program

Program Description

In this program, the amount of time assigned to instruction using each language as the medium of instruction will vary considerably. All the students will receive instruction primarily in their dominant language but some subject areas (with the exception of science and mathematics which will be taught concurrently in both languages) will be used as vehicles for introducing the second language. English language arts will, of course, be taught in English while Spanish language arts and cultural heritage, an integral part of the social studies program, will be taught in Spanish.

Program Objectives

1. To achieve equal proficiency in Spanish and English on grade level.

2. To maintain progression in academic achievement parallel with instruction in the second language.

3. To develop a bilingual staff required to maintain an on-going eventually self-supporting district project.

Participants

Spanish: 481

English: 184

Community School District 7

P.S. 25 - The Bilingual School

Program Description

The Bilingual School, P.S. 25, provides 35 classes from K-6, involving a total of approximately 900 students. This school program provides for the instruction of all students in both English and Spanish. The program also serves the 16 percent of the student population which consists of black English-speaking students whose parents have indicated an interest in having their children learn Spanish.

The child begins the program in kindergarten with 95 percent of the instruction in his native language and 5 percent in his second language. Through the years, the proportion of instruction in the second language is increased. By the time the student reaches the sixth grade, 50 percent of the instruction is in the second language.

Program Objectives

1. To develop proficiency in English and Spanish.
2. To improve academic achievement.
3. To improve self-image.

Participants

Spanish: 750

English: 150

Community School District 7

Northeast Regional Curriculum Adaptation Center

Program Description

The Center established at PS 25X, a bilingual school, will serve the curriculum needs of the predominantly Puerto Rican Spanish-speaking population as the New York component of the four-area Northeast Regional Curriculum Adaptation Center. The other regional centers are located in Connecticut, Massachussetts and Washington, D.C.

The Spanish Curricula Development Center (SCDC) in Miami develops materials in the Spanish language, mathematics, science, Spanish as a Second Language, social studies, arts and fine arts. These materials are adapted to the particular content needs of bilingual programs serving the four field trial centers. SCDS materials are used as prescribed by the developers and the teacher training program. Feedback in three general areas are collected and relayed to SCDC and the center for that region. Changes in materials are made by SCDC, while changes in language development are made jointly by the developers and the centers. The Regional Center assumes responsibility for relevancy of cultural content.

Program Objectives

1. To maximize effectiveness, impact and dissemination of Spanish Curricular Development Center materials.

2. To adapt materials to the bilingual needs of the target area population.

Community School District 8

Bilingual School Complex

Program Description

This program places emphasis on developing communication skills in the native language to attain a level of achievement in understanding, speaking, reading, and writing comparable to English. Exposure to the balance of the school curriculum and experiences within the community will furnish the student with comparable experiences in the second language. Classes in the native language arts and second language instruction combined with substantive area instruction in both English and Spanish in an intergrated setting facilitate the socio-cultural adjustment of the Spanish-speaking children. The complex consists of seven different sites at K, 1 and 2, and 5-6 levels.

The project also includes plans for adapting and developing curriculum materials in all subject areas, implementing inservice training for the participation through plans to mold the school into a multipurpose complex.

Program Objectives

1. To design and develop an operational plan for bilingual education.

2. To train personnel for the eventual implementation of the program.

Participants

Spanish: 575

English: 150

Community School District 9

Bilingual Sister Schools for Teacher Training & Development of Materials

Program Description

Throughout this program major emphasis is placed on developing skills in the dominant and second languages through a series of carefully planned activities to develop bilingualism and biculturalism. Full guidance services are provided in the children's native language. Education assistants/teacher aides and family assistants/family workers assist children on a one-to-one basis and in small groups in teacher directed activities. Parents, The Community Advisory Board on Bilingual Education, curriculum development specialists, and teachers, design and adapt curriculum and materials to meet the children's specific needs, interest, and abilities.

Program Objectives

1. To establish a bilingual K-6 school.
2. To train teachers in methods of bilingual teaching.
3. To develop materials for use in bilingual teaching.

Participants

Spanish: 175

English: 175

Community School District 10

Bilingual Mini-School

Program Description

The ultimate aim of district 10's Bilingual Education Program is the establishment of a model Bilingual Mini-School where new techniques, methods, teaching staff, and parent and community involvement will be developed in order to prevent the linguistic and academic retardation of the Spanish-speaking child.

Towards the achievement of these goals, four kindergarten and two first grade classes, linguistically mixed, are given instruction in both the native and second language by four teachers (two bilingual clusters).

Program Objectives

1. To develop functional bilingualism, foster academic achievement and develop positive attitudes among the pupils served.

Participants

Spanish: 106

English: 113

Community School District 12

C.S. 211 - District 12 Bilingual School

Program Description

Community School 211 secured Title VII funds to introduce and/or supplement needed services and activities in their already existing, nongraded bilingual elementary school which was established in 1969. Although the original project had been going well since its inception, it became evident that more adequate and realistic pupil/teacher ratios must be established and maintained to assure the realization of the primary goals of the program: to raise the achievement and aspirational levels of the Spanish dominant children by presenting concepts, teaching content, and developmental skills in their language of communication, while assisting them in transferring this knowledge and competency to the national language, and to break the monolingual pattern of the majority society, contributing to the development of functional bilinguals among the native English-speaking population.

Program Objectives

1. To provide teachers with an understanding of the mathematical process.
2. To foster an understanding of technique and materials available in ESL and FLES.
3. To develop materials in the area of FLES, ESL, MSL, and Enrichment (Spanish).

Participants

Spanish: 175

English: 571

Community School District 13

Park Slope Bilingual Education Program.

Program Description

District 13's Bilingual Education Program has as its ultimate aim the establishment of a prekindergarten to grade 5 bilingual elementary school where effective techniques, methods, curriculum, and teaching staff will be developed. Functional bilingualism for both English dominant and Spanish dominant children as well as biculturalism are the overall goals of the program.

The program is in operation in P.S. 29K and P.S. 133K. Instruction is provided by bilingual teachers. Supportive services are furnished by bilingual educational assistants. A bilingual early childhood coordinator is responsible for teacher training.

Program Objectives

1. To prevent linguistic and academic retardation among Spanish speaking children.

2. To develop, translate or modify the curriculum.

3. To develop functional bilingualism among Spanish and English speaking children.

4. To establish a district Bilingual School.

Participants

Spanish: 200

English: 200

Community School District 14

Bilingual Pre-School Learning Center

Program Description

This elementary school program, now operating under Title VII, is supported in part by State Urban Education funds. This program is designed to provide an intensive bilingual program of instruction for Spanish-speaking pupils in P.S. 122, I.S. 71, and I.S. 49 where the concentration of such pupils ranges from 70-90 percent. The classes involved include prekinderyarten, and 5,6, and 7.

The intermediate school program provides instruction in both the first and second languages in a departmentalized program which includes teams of professionals and paraprofessionals specializing in the various subject disciplines. Cultural enrichment is achieved through field trips and attending functions of the fine arts.

This new bilingual program will service students in an experimental nongraded atmosphere using a team teaching approach. The schools involved are located in the Bushwick area of Brooklyn where the school population is approximately 60 percent Spanish dominant. Half the participants in the program will be native Spanish-speaking while the rest will come from English-speaking environments. Most of the latter will be composed of recent migrants fom rural areas of those experiencing considerable problems with the English language.

The children will be place in clusters 75-100 under the leadership of a team of teachers who will plan and conduct lessons for the entire cluster. Each child will be provide with an individually prescribed educational program and will move at his own speed through an increasingly difficult series of experiences in both languages, reading, and mathematics.

Program Objectives

1. To develop skills in the dominant and second language.
2. To improve learning attitudes, habits and self-image.
3. To demonstrate significant progress in achieving performance objectives by the experimental vs. the control group.

Participants

Spanish: 161

English: 27

Community School District 16

Bilingual Education In A Team Teaching Non-Graded Environment Program

Program Description

This new bilingual program will service students in an environmental nongraded atmosphere using a team teaching approach. The Schools involved are located in the Bushwick area of Brooklyn where the school population is approximately 60 percent Spanish dominant. Half the seat will come from English-speaking environments. Most of the latter will be composed of recent migrants from rural areas or those experiencing considerable problems with the English language.

The children will be placed in clusters of 75-100 under the leadership of a team of teachers who will plan and conduct lessons for the entire cluster. Each child will be provided with an individually prescribed educational program and will move at his own speed through an increasingly difficult series of experiences in both language, reading, and mathematics.

Program Objectives

1. To enable the participants to function in two languages (English-Spanish).

2. To prepare and adapt suitable bilingual material to teach in a bilingual material to teach in a bilingual program.

3. To train professional and paraprofessional staff in the procedures and methods of conduction a bilingual non-graded program.

Participants

Spanish: 210

English: 90

Community School District 17

Bilingual Center for Pre-Schoolers

Program Description

Taking into account that attempts to develop school-related skills should be started as early as possible and that it is important to establish a pattern of success and pride in the mother tongue and in the culture related to that language before a pattern of failure sets in; District 17 decided to experiment with a bilingual center for preschoolers to prepare its children to function in the multilingual, multicultural community of which they are members.

Previous efforts made with ESL classes in 16 schools produced little academic improvement due to lack of funds available and the mistake of ignoring native language potentials. The target group for the program includes children from all three linguistic backgrounds represented (English, Spanish, and French.)

The project aims at producing three groups of "balanced bilinguals" whose proficiency in listening, speaking, reading, and writing a second language, as measured by achievement tests, will be comparable to their ability in the first language.

Program Objectives

1. To improve verbal communication skills of all students in their first language and to develop comparable ability in the second language, namely, English, French, or Spanish, thereby making all students truly bilingual.

2. To develop the ability of the students to achieve at or above grade level in reading and math.

3. To develop the ability of the teachers to evaluate and conduct research in the field of bilingual education.

4. To develop bilingual ability in the parents of the children participating in the program.

Participants

Spanish: 30

English: 30

French: 30

Community School District 20

Bilingual Education Program

Program Description

The major concern which prompted this proposed program was the academic retardation and failure in school by Spanish-speaking children. Thus, the primary objective is for entering Spanish-speaking children to ultimately achieve success from instruction given in English in the academic subjects. Using past achievement results for the target schools, projections have been made of the achievement levels to be reached by the project children.

A sequential program and a diagnostic and/or specific set of measures and a library of Puerto Rican and other Spanish cultures and history will be collected. Teachers will be trained to provide instruction in the setting in which objective, curriculums, and evaluation are highly specific. (Individualized Instruction). We hope that the adult community will understand, accept, and value the bilingual program which evolves.

Program Objectives

1. To achieve functional bilingualism for the English dominant and Spanish dominant children.

2. To achieve biculturalism.

3. To eliminate the academic and linguistic retardation of the Spanish-speaking child.

Participants

Spanish: 125

English: 125

Community School District 24

Bilingual Education Program

Program Description

Community School District 24 in Queens, New York, is conducting a Program of bilingual and bicultural education for non-English-speaking students and English-speaking students. Although present efforts in this area of concern enjoy various degrees of success, it is felt that a more comprehensive program is necessary in order to meet the needs of non-English dominant students especially at the early childhood years. This district plans to implement an early childhood bilingual education program in three target schools.

A sequential program will be selected or developed for kindergarten through grade 5 in both English as a second language and Spanish as a second language. A diagnostic and/or specific set of objective measures will also be developed. The New York City curriculum in the subject areas will be adapted, translated, and modified. The English dominat children will hopefully achieve functional bilingualism by the end of the 5-year period.

Objectives

1. To provide bilingual instruction in Spanish and English in order to equip students with basic concepts necessary to function in a regular academic program.

2. To provide bilingual instruction in Spanish and English in order to increase native language pre-reading and beginning reading skills.

3. To provide language instruction in Spanish and English in order to increase oral fluency in Spanish for native English-speakers and in English for native Spanish-speaker so that children in the program will be functionally bilingual in English and Spanish.

Participants

Spanish: 105

English: 105

Louis D. Brandeis High School

Bilingual Education Program

Program Description

The Brandeis Bilingual Program is designed to meet the needs of approximately 750 students (both English-and non-English-speaking) over a period of 5 years. Classes will be established for all 4 years of senior high school. The first year's operation will commence with 150 ninth graders (100 - Spanish-speaking, 25 - French-speaking, and 25 - English-speaking). Bilingual instruction will be provided on the major curriculum areas in the students' vernacular. A second-language program for all students has also been scheduled. Among the primary goals of the program are the development of skills which will facilitate the completion of a high school education and the achievement of further educational and/or vocational goals for all student participants. In addition to the instructional, staff-development, parental and community involvement and materials acquisition development, other components have also been designed.

Program Objectives

1. To increase the number of non-English dominant children receiving a High School Diploma.

2. To develop a positive self-image in the students participating in the subject (both English and non-English dominant).

3. To develop English language competency.

4. To develop, maintain, and perfect the use of the mother tongue.

5. To enhance the students' understanding and appreciation of their cultural heritages.

Participants

Spanish: 62

English: 25

French: 62

Eastern District High School

Integrated Bilingual Demonstration Project for High Schools

Program Description

The New York City Board of Education, Office of High Schools under the aegis of the Bureau of English, is developing an integrated bilingual program to serve as a demonstration center for secondary schools. Eastern District High School, of District 14, Brooklyn, has been the selected target school.

This project has been designed to work with 350 students over a 5-year period. During the first school year the program will service 120 Spanish-speaking and 50 English-speaking students. Bilingual classes in social studies, mathematics, and science are set up to allow for clarification in the native language and application in the new language. A task oriented language resource center will permit individual instruction and reinforcement of these curriculum areas while providing all participating students with the academic skills that will facilitate the completion of a high school education.

The Office of High Schools in cooperation with Long Island University is offering pre and inservice training for the selected bilingual resource personnel. Also, career ladder programs, mini-courses, and off-campus onsite workshops are planned in addition to the development of educational materials, evaluation instruments, and a language resource center.

Program Objectives

1. To develop an integrated bilingual, bucultural program that may serve as a demonstration center for the secondary schools in other parts of the City, the State and the Country.

2. To ameliorate conflicts among the Spanish and English native speaking groups over the status of their dominant language so that cross-cultural communication and mutual respect and understanding will result.

3. To develop a practical course of study based on an education interaction model for college level training that will balance theory, practice and professional in-service field experience in bilingual education that may be used as a model for reciprocal New York State teacher certification requirements nationwide.

Participants

Spanish: 150

English: 50

Auxiliary Services for High Schools

Bilingual Education Program

Program Description

This program will add a bilingual component to the Auxiliary Services for High Schools which provides job placement, personal counseling, and basic education to high school dropouts. Building upon the ongoing job placement and counseling services, the bilingual program offers a unique blend of alternative programs incorporating a bilingual approach. Activities will be conducted in both the dominant language of the student and English. The program is functioning at Louis D. Brandeis High School and William H. Taft High School.

Program Objectives

1. To return to the school setting, individuals who are not able to attend regular high school because of their inability to use the English language, their personal environment, their family obligations, or their age.

2. To upgrade the ability of the participants in the use of the English language, especially, in those areas related to vocational preparation and career upgrading.

3. To prepare participants, whose dominant language is Spanish for HSE examination in Spanish by preparing them in mathematics natural science, Hispanic-English culture, Spanish language.

Participants

Spanish: 1650

English: 225

Project BEST (Bilingual Education Skills Training)

Program Description

Responsibility for the implementation of Project BEST lies with NYC Consortium on Bilingual Education, an organization of seven agencies pledged to share resources and knowledge in accomplishing its goals. It serves 2,520 children (from Kindergarten to 6th Grade level), 84 teachers, and 61 paraprofessionals in 15 schools.

It provides preservice, inservice, and summer bilingual training to teachers and auxiliary personnel through educational programs on both the graduate and undergraduate levels at Hunter and Lehman Colleges.

Project Agencies and Components

A. New York City Board of Education

1. Administration Component

2. Community Relations Component

B. Hunter College Division

1. Curriculum Component

2. Bilingual Materials Center

3. Bilingual Education Applied Research Unit

C. Herbert H. Lehman College

1. Staff Development Component

D. Community School Districts 4, 7, 9 and 12.

1. Instructional (Classroom) Component.

Program Objectives

1. To develop a cadre of teachers and paraprofessionals trained in the rationale and methodology of bilingual/bicultural education.

2. To use the child's native language as a tool of instruction while he is learning a second language.

3. To promote maximum involvement of parents in the educational program of their children.

4. To gather, evaluate, adapt, and disseminate existing curricula and materials appropriate to the needs of the participating pupils.

5. To build a conceptual framework for curriculum and instructional theory.

Program Objectives

6. To collect and coordinate research data on Title VII Bilingual Program throughout the United States.

7. To maintain a Bilingual Materials Center as a resource clearinghouse for the use of participating parents, teachers, prospective teachers, and other individuals interested in bilingual/bicultural education.

Students being served

Spanish: 1615

English: 905